DOCUMENT RESUME

ED 188 822 RC 012 091

AUTHOR Martinez, Jesus "Metro", Ed.: Payan, Rose Marie, Ed.
TITLE Conference Proceedings, the Education of Hispanics: "Issues for the 80's" (San Francisco, CA, January 15-18, 1980).
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 12 May 80
NOTE 40p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Bilingual Education: *Census Figures: Demography: *Educational Finance: *Educational Quality: *Employment: Equal Education: Federal Government: *Hispanic Americans: Mass Media: Policy Formation: *Politics: Secondary Education

ABSTRACT

The conference on the education of Hispanics was one of five regional conferences sponsored by the U.S. Office of Education in conjuction with regional offices of education. Conference participants attempted to analyze the federal government's commitment to establishing and implementing equal educational opportunities for Hispanic students, and to identify steps and make recommendations to give form and substance to that commitment. They also attempted to encourage the federal government to solve certain educational problems through the redirection of existing resources towards more effective uses. Participants specifically focused on the current status of the education of Hispanics in the areas of the census, politics, employment, the media, and finance, and made numerous recommendations for federal, state, and local action in all five areas of focus. Among the speakers were: Dr. Lorenza Calvillo Schmidt, California State Board of Education: Dr. Rene Cardenas, Bilingual Children's Television: Dr. Joseph O. Garcia, University of New Mexico: Ruben W. Espinosa, California Finance Reform Project: Hermilio Gloria, Office of Equal Employment Opportunity Commission: and Ester Estrada, Community Education and Activation Program. (Author/SB)

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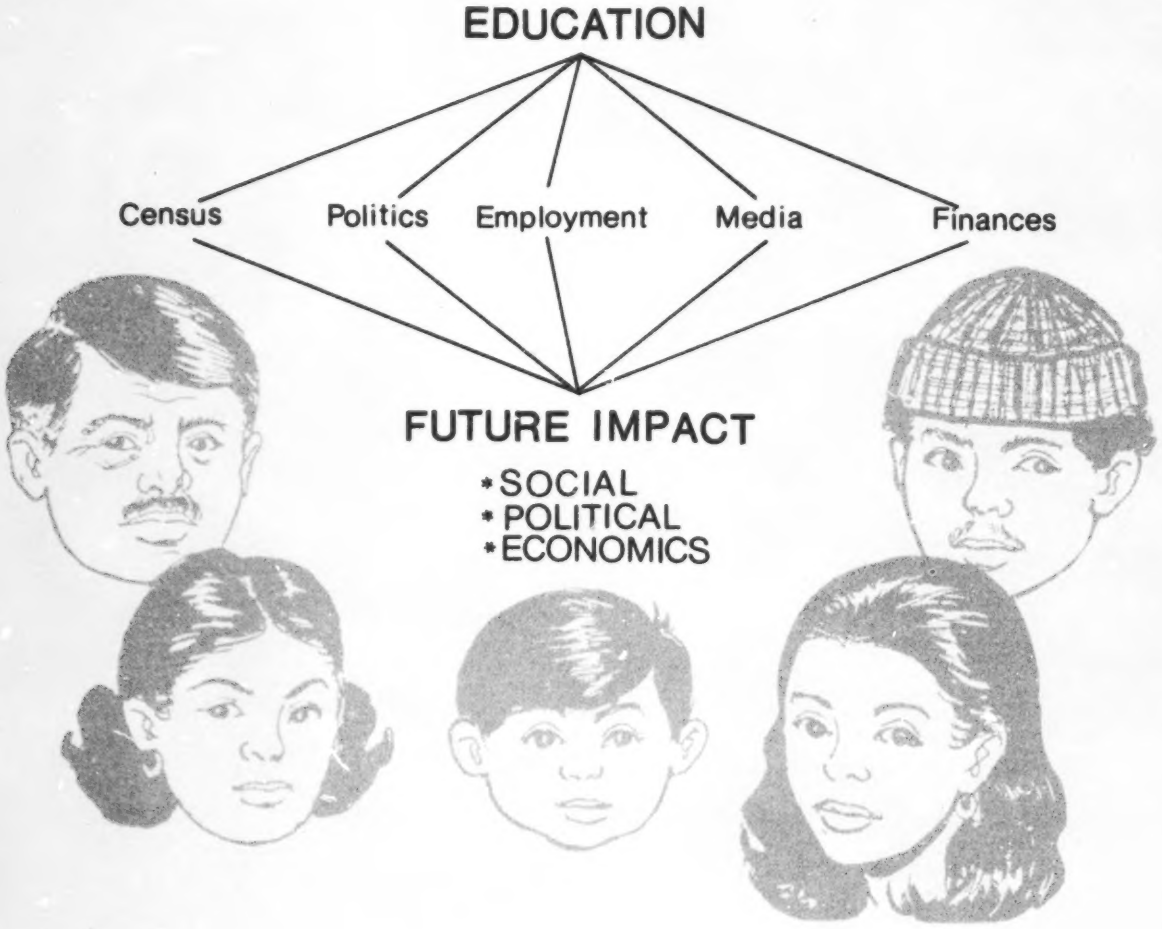
Conference Proceedings

THE EDUCATION OF HISPANICS:

"Issues for the 80's"



JACK TAR HOTEL
Van Ness at Geary
San Francisco, California

JANUARY 15-18, 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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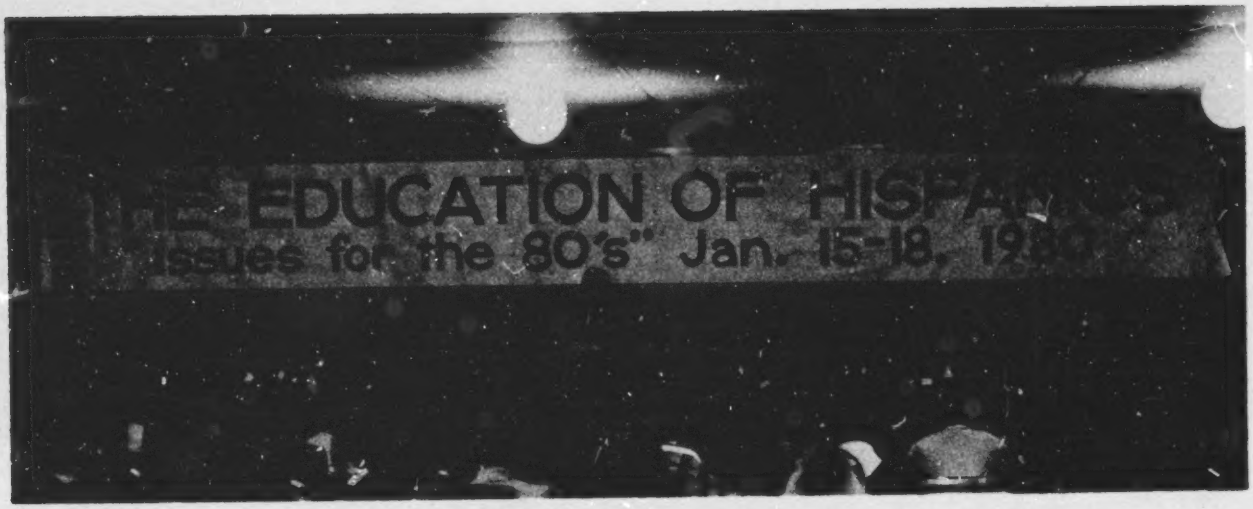


The Education of HISPANICS:

" ISSUES FOR THE 80's "

Editors: Jesus "Metro" Martinez
Rose Marie Payan

CONFERENCE PROCEEDINGS.....

12 May 1980

JUN 9 1960

There is a fire
a flame flickering
a radiating warmth.
As people move toward that flame
their human warmth strengthens its glow.

It is a flame of hope,
Its quality of fire
purifying the pain and suffering
we bring to it.

Like the phoenix
during this decade
we can rise from this fire
as leaders,
contributors
to a vision of justice and freedom
or we can stumble or be held back
and we will burn in that fire,
only ashes remaining of the dreams
of an enlightened future
and the ashes will cover
all corners of the earth
because it will represent
the death of a total society

LORENZA CALVILLO SCHMIDT
Member of the California State School Board

ACKNOWLEDGEMENTS

The Education of Hispanics "Issues for the 80's" conference was sponsored by the U.S. Office of Education in conjunction with the regional offices of education located in Regions IX and X.

This pamphlet was developed by the conference planning committee who wishes to express their appreciation to the conference participants, presenters and task force moderators and a special acknowledgement to the following people who made the conference possible:

The Honorable Shirley Hufstedler, Secretary, Department of Education

Dr. Mary Frances Berry, Former Assistant Secretary of Education, H.E.W.

Dr. William L. Smith, Commissioner of Education, U.S.O.E.

Dr. Ernest Boyer, Former Commissioner of Education, U.S.O.E.

Mr. Gilbert Chávez, Director, Office of Hispanic Concerns, U.S.O.E.

Mr. William McLaughlin, Assistant Commissioner for Regional Liaison, U.S.O.E.

Dr. Eugene Marín, Former Special Assistant to the Office of Hispanic Concerns, U.S.O.E.

PREFACE

The Conference, THE EDUCATION OF HISPANICS: "Issues for the 80's," held January 15-18, 1980 in San Francisco, California was one of five regional conferences sponsored by the U.S. Office of Education. These regional meetings originated through a national conference organized by the U.S. Office of Hispanic Affairs, U.S.O.E. in Washington D.C., August, 1978. Hispanic educators from across the United States convened to discussed issues relating to the education of Hispanics. Conference participants arrived at specific resolutions and recommendations to the Office of Education–the major one being to convene a series of regional conferences.

The Regions IX and X conference had as its focus the current status of the education of Hispanics in the areas of finance, politics, media employment and the U.S. census. The conference was designed to accomplish the following goals:

- To analyze the federal government's general commitment to establishing and implementing equal educational opportunities for Hispanic students.
- To identify specific steps and make recommendations for giving form and substance to the federal commitment
- To recommend policy changes or new policies that would redirect existing resources to make them more accessible and effective for addressing certain recognized problem areas
- To strengthen and give encouragement to the federal commitment to the solution of those problems

Hispanic leaders participating in the conference heard speeches, discussed issues and made specific recommendations for improving the quality of education provided to Hispanics.

The issues addressed and the recommendations made, as well as the results of the conference evaluation, have been summarized and are presented in this brochure.

The challenge to the conference participants and to you, the reader, is to take an active role in the implementation of these recommendations. The education and educational opportunities provided to all students will be improved only through our consolidated efforts.

GREETINGS FROM :

The Honorable Shirley Hufstedler
Secretary, Department of Education

Best wishes for a successful and productive conference! Providing equal educational opportunity for Hispanic Children is high on the agenda of the New Education Department

Mr. William McLaughlin
Assistant Commissioner for Regional Liaison, U.S.O.E.

It's a tremendous privilledge for me to be at this conference. I will do all I can to stay through the entire meeting and to answer questions.

Dr. William L. Smith
Commissioner of Education U.S.O.E.

I regret that I cannot attend the conference. However, I want you to know that I am sensitive to your concerns and I wish you a most successful conference."

Dr. Caroline J. Gillin
Regional Commissioner, U.S.O.E., Region IX

Welcome to Region IX! This Conference is a beginning because we will receive your input and propose it to policy-makers.

Mr. Allen Apodaca
Regional Commissioner, U.S.O.E., Region X

I extend to you the warmest greeting from Region X. 1980 is the decade for issues! I contend and I charge the conference participants to make the 80's the decade of Hispanics

The Honorable López Portillo
Presidente de los Estados Unidos de México

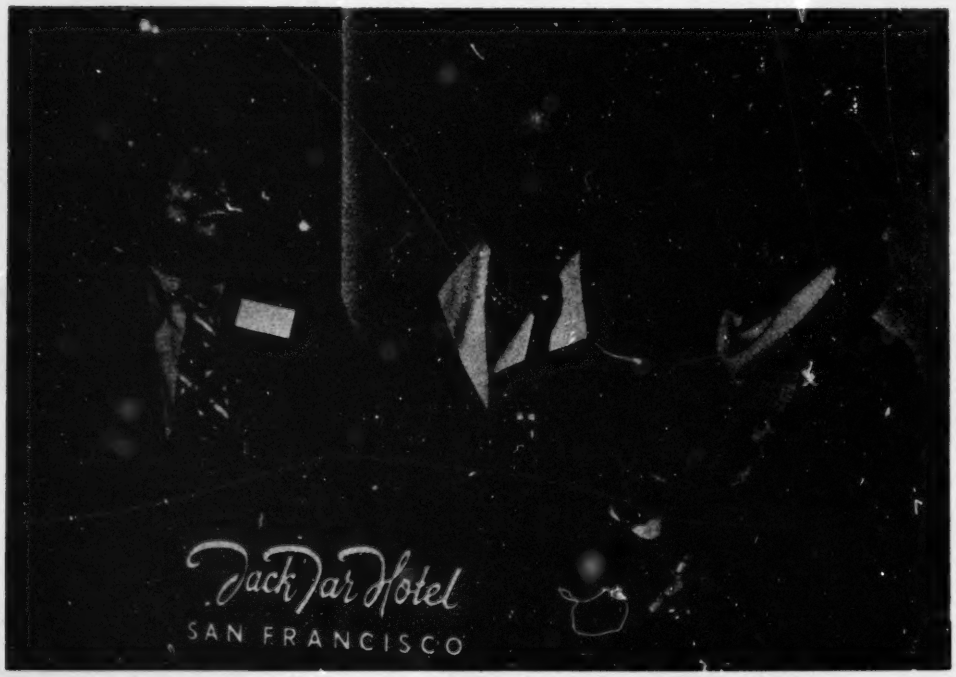
Expressed his support for a succesful conference.

The Honorable Diane Feinstein
Mayor of San Francisco, California

Welcomed Hispanic Educators to the Conference and to the city of San Francisco. She reaffirmed her support for Hispanics and looks towards the 80's with optimism.

Dr. Yvette del Prado
Associate Superientendent, San Francisco Unified School District

I formally welcome you to San Francisco. Your task for these three days is extremely important. Once your recommendations have been given it is critical that we develop a plan of action for implementing positive change in our educational system.



Dr. B. Roberto Cruz, The Honorable Diane Feinstein, & Dr. Yvette del Prado

STATEMENTS BY:

Ambassador Esteban Torres
Special Assistant to the President of the United States on Hispanic Affairs

Hispanics in America must rule out complacency over past social and political gains and continue to take an active part in society if they are to meet the challenges of the 1980's. **"Never before have Hispanics been so well equipped to meet these challenges."**

Dr. Josüe Gonzâlez
Director, Office of Bilingual Education U.S.O.E.

I assure you that all of the people with whom I have talked as well as the Secretary's new team are very committed, very interested, and want to be made aware of the issues you identify. I will take your recommendations and make sure they are reviewed by the right people.

Mr. Gilbert Chávez
Director, Office of Hispanic Concerns, U.S.O.E.

The old myth about Hispanics being a sleeping giant is wrong. We have not been a group of people that are sleeping. We know each other and we have raised concerns and will continue to raise concerns. Something has to be done, some things must be changed.

The Honorable Peter Chacón
California Legislator

Public schools have failed miserably to educate the Hispanic child because they have not taught that child how to succeed in society without losing sight of his ethnic differences.

The Honorable Joseph Montoya
California Senator

It is going to be a "a difficult decade" with adversity continuing to face bilingual education in the 80's . Concerned citizens must unite and defeat bilingual opponents in coming elections.

Dr. Charlie M. Knight
State Associate Superintendent for Curriculum and Support Services Division, State of California

When we discuss education for the 80's we should be talking about education from a balanced perspective. I wish you well as you develop strategies to improve educational conditions. We need your help, and your advice as our struggle for quality education continues.

Dr. B. Roberto Cruz
Executive Director, Bay Area Bilingual Education League (BABEL, Inc.)

It is incredible what can be done if you don't care who gets the credit. Let us continue to unite our commitment, efforts and action to improve the educational opportunities provided to all students.

California Assemblyman Peter Chacón

Ambassador Esteban Torres

SUMMARY OF ISSUES

Ambassador Esteban Torres. Dr. Yvette del Prado, & Dr. Josüe González

POLITICS AND THE EDUCATION OF HISPANICS

Presented by Dr. Lorenza Calvillo Schmidt, member of the California State Board of Education

The Hispanic community presently finds itself fighting to return legal protections, to achieve needed educational changes, to develop fiscal resources, to increase its number of registered voters, to influence national and international roles, and finally to be counted accurately in the 1980 census. The current challenge is to evolve systems of governance that serve Hispanics fairly, equitably, and justly. Equal educational opportunity, Hispanic representation in decision-making positions, adequate monetary support for quality programs, and a strengthened political role are key factors.

A list of reasons why Hispanics must make an impact in the political arena:

- More than 20% of California's population is Hispanic.
- Within the next decade Hispanics will comprise more than 12% of the national population.
- Hispanics constitute 15% of California's school enrollment.
- Forty-two percent of the Hispanic population is below the age of twenty.
- Eighty-five percent of the Hispanic population is in urban centers.

"The Other Side of the Coin"

- Hispanic membership on boards appointed by the Governor continues to be minimal.
- Hispanics do not represent majority blocks on policy boards.
- The California legislature continues to reflect an under-representation of the Hispanic community.
- Traditional organized power groups such as agriculture, business, labor unions include few Hispanics in decision-making positions.
- Majority representation in systems of governance are presently predominantly Anglo, male, and middle-class.

The decade of the eighties is, therefore, a critical period of change. Hispanics cannot allow quality educational programs such as bilingual education, migrant programs, and teacher development programs to be underfunded, curtailed, or deleted. The late seventies were marked by many detrimental decisions for Hispanics and to permit it to continue in the eighties would be totally irresponsible. The new decade will require an increased effort to introduce different political analysis and goals if communities properly recognize our pluralistic, multitalented, multilinguistic, multicultural, and modern citizenry. Public policy is needed to support the development of efficient, effective, and appropriate programs.

Hispanics must form coalitions, increase voter registration, stress greater parental involvement and training, elect officials who represent their concerns, and demand that political obligations are met by all representatives. The '80's can be the decade for Hispanics and will be an opportunity to change the swing of the pendulum in a positive direction. **Hispanics in politics will make educational equity a reality.**

THE MASS MEDIA AND EDUCATION OF HISPANICS

Presented by René Cárdenas, Ph.D., Executive Director of Bilingual Children's Television

Hispanics have been barred from mass media! Mass media generically defined as radio, television, motion pictures, advertising, publications and public relations has done an excellent job of promoting the pejorative image of the Hispanic. Latinos are portrayed as squat-brown types, loose of morals, indolent, and viciously macho. "Hispanics have been majestically reduced to a level of insignificant residue on the social scale." "Mass media possesses the capability of strengthening, unifying, or destroying the psychic bonds that unite a nation, a people, and a community." Households in the United States have at least one television and broadcasts reach 90% of the American public. In addition, more than 2,000 FCC licensed radio stations beam messages and programs twenty-four hours a day, not to mention newspapers, magazines, pamphlets, and bulletins which also disseminate information.

In mass media, Hispanics have been bypassed and its impact is tremendous. Hispanics contribute close to 70 billion dollars to the Gross National Product, yet when Sears, Montogmery Ward, MacDonald's, Chrysler, Ford, ad infinitum release television commercials, the Hispanic is rarely a participant. Broadcasting with a budget of 152 million dollars and HEW with 40 million dollars totally ignore the needs of the Hispanic population. Finally, the Public Broadcasting System with a 112 million dollar budget does not fund a major Hispanic educational television program.

Hispanics must challenge the transparent situation in which they find themselves. They must become visible, voice their concerns, and set policy which will affect a change in the state of the art. Hispanics have the collective political, social, and economic power to generate the needed change. It is time to recognize Hispanics in a positive manner and time to eliminate the generally negative, stereotypical portrayals.

Mass medias can be positively impacted if Hispanics organize, unite, and challenge a system that has not responded to their needs. It may be wise to boycott products which do not recognize our purchasing power! The Hispanic community must penetrate mass media, modify it, and make it work positively in its behalf. The '80's is the decade for CHANGE.

THE FINANCING OF EDUCATION FOR HISPANICS

Dr. Joseph O. García, Associate Director of the Multicultural Education Center, University of New Mexico

"The current status of financing public education for Hispanics can be described as being at best lacking and at worst disastrous." Lacking because Hispanics receive fewer dollars per pupil to meet their educational needs and disastrous because virtually no fiscal and programmatic accountability exists on the minimal funds spent for Hispanics.

Public schools treat Hispanics as non-existent by continually failing to meet their educational needs. Achievement scores are consistently lower than the scores for non-Hispanics, reading does not improve with advancing age and grade level, fifty-one percent of Mexican-Americans are reading below grade level at Grade 4 and by the twelfth grade there is a 22% increase in the same category. "What has happened to equal educational opportunity"?

The financing of public education is a direct function of the political process. Each state establishes its funding formula and distributes the money accordingly. Technical expertise in the area of public school finance by Hispanics is a must. The state forwards funds to school districts, school districts distribute the monies to the schools, the schools determine which classrooms will receive the benefits of the funds, and finally the personnel within the classroom decides how students should receive services and which programs are the priorities. The Hispanic student has been excluded at every stage and thus has not received an appropriate and equal educational opportunity.

Irrespective of laws and funds, Hispanics have been ignored. At the federal level funding, distribution, accountability, and programming is no different than at the state level. Politics play a major role in determining priorities! There are only five Hispanics in Congress, all in the House of Representatives. Obviously this has no significant impact on the promotion of fair financing practices.

Hispanics do not control the funds, they are not adequately represented where fiscal policy is initiated and implemented, they are not legislators, superintendents, school board members, principals or school finance experts. While revenue receipts have increased 149% in the past ten years, teachers' salaries have risen 89%, and expenditures for educational services (ADM) have increased by 173%, Hispanics continue to drop out of school, read below grade level, and underachieve in disproportionate numbers. One, then, must ask how have Hispanics benefitted?

Hispanics must participate in the educational finance process, become politically astute, politically involved, and vote for representation which responds to their needs. Fiscal and programmatic accountability must become a top priority. Discrimination must be curtailed and communities must demand their fair share.

FINANCING THE EDUCATION OF HISPANICS: POSTSECONDARY, ADULT, AND CAREER/VOCATIONAL EDUCATION IN 1979

Paper presented by Rubén W. Espinosa, Director, California Finance Reform Project, San Diego State University

Hispanics are underrepresented by nearly 52,000 in the area of career/vocational education. Furthermore, in order to reach parity in the adult education field Hispanic representation must be increased by over 1,000,000. Four major areas which have historically negatively affected the participation of Hispanics are as follows:

- Program Funding Formulas
- Inadequate Program Monitoring
- Lack of on-going audits
- Lack of qualitative program accountability

While the Hispanic population is increasing, there have been few efforts by the federal government to establish a more equitable system of distributing funds to meet identified needs. Hispanics are eager to train and learn if given the chance. A poverty measure other than AFDC, concentrations of limited and non-English speaking and low achievement in school are all examples of variables which could help drive a fairer amount of funds for Hispanics. More importantly, an analysis is needed to determine the present status of federal funds from all sources and its relation to Hispanics. Additionally, a national data base could be established to assist in determining variables which are fair for all target groups.

Based on research it appears that Hispanics have not been involved in the critical planning; dissemination of information regarding funds, programs, and implementation of statutes. One major contributing factor may be that the governing structure controlling federal funds differs from state to state.

Although there exist federal rules and regulations which are to be followed when utilizing available funds, local education agencies seem to exercise a large degree of control over programs and expenditures. A second factor which must be considered is time. Time for states to implement federal initiatives. Last but not least is the on-going assessment of programs which tends to be weak in the area of cost effectiveness.

Hispanics cannot receive their fair share of funds, programs, and participation until the federal government takes a serious and detailed look at how money is distributed; who plans and implements programs; and how Hispanics are identified, recruited, and served by such programs. Hispanics can help improve services for Hispanics if they are included in decision-making positions which directly and indirectly affect them.

EMPLOYMENT PRACTICES AND HISPANICS

Presented by Hermilio Gloria, Deputy Director, Office of Equal Employment Opportunity Commission

The Hispanic is the largest minority with fewest gains in employment. They remain underrepresented in the total workforce by at least 50% although they constitute 10% of the overall workforce. Furthermore, the majority of those employed are in the lowest paying job positions. These facts contribute directly to Hispanic underrepresentation and underutilization. The major factors include the following:

- Lack of Hispanics in policy making positions
- Lack of identifying the pool of qualified Hispanics for existing jobs.

Hispanics must utilize the force of law, the strength of education, and the impact of media to break down these barriers which prevent their rightful participation in the nation's workforce.

Five recent developments in law and policy should be utilized effectively by the Hispanic Community.

- The Uniform testing guidelines promulgated by the Equal Employment Opportunity Commission will help in the elimination of discriminatory patterns and practices by employers.
- The Weber decision which in essence encourages voluntary affirmative action by employers.
- Reform of the Civil Rights Act of 1972 which gave EEOC enforcement powers and brought the public sector under the Act.
- The Civil Service Reform Act which requires stringent Affirmative Action Reviews.
- The García Amendment of the Civil Service Reform Act which focuses on minority recruitment.

The Hispanic Community must forge ahead with political action, community preasure, court action, and mobilization of available resources. Merit system reform, stricter law enforcement and full-scale media exposure are the answers. Class action suits and effective use of the Court System must also become priorities. Laws and policies have to respond to identified concerns in order that Hispanics can fully participate in our country's workforce.

UNIDOS VENCEREMOS

THE 1980 CENSUS AND HISPANICS

Sypnosis of Paper Presented by
Ester Estrada, Director of the Community Education & Activation Program, MALDEF

Each year over one hundred federal agencies use Census Data in their formulas for distribution of fifty billion tax dollars. These tax dollars return to our cities for everything from educational and employment programs to senior citizen and housing programs. The 1980 Census is a serious matter for Hispanics. Fifty percent of our Raza is under 18 years of age. School drop-out rates for our youth is as high as 60 percent, and educational dollars mean educational programs.

The Census Bureau, as a result of a suit by MALDEF (The Mexican American Legal Defense and Education Fund), admitted that Hispanics had been undercounted in the 1970 Census by approximately 643,000 persons. The undercount was attributed to some of the following reasons:

- There were no Spanish Language Questionnaires available
- There were not enough Spanish Speaking Census Enumerators to communicate with residents who spoke only Spanish;
- There was not a question on the Census questionnaire which asked for respondent's country of Spanish origin;
- There were not enough spaces on the questionnaire for large or extended families, which often characterize Hispanic Communities;
- In some cases, Census enumerators answered questions on the form without consulting the resident largely because they did not speak Spanish.

As a result of the Spanish Origin Advisory Committee to the Census Bureau, as well as input from organizations and agencies, the questionnaire was improved for the 1980 Census. Forms will be available in English and Spanish. A Spanish origin question on all forms has been incorporated. However, there are many reasons to believe that our community will still be drastically undercounted.

Listed below are seven primary reasons:

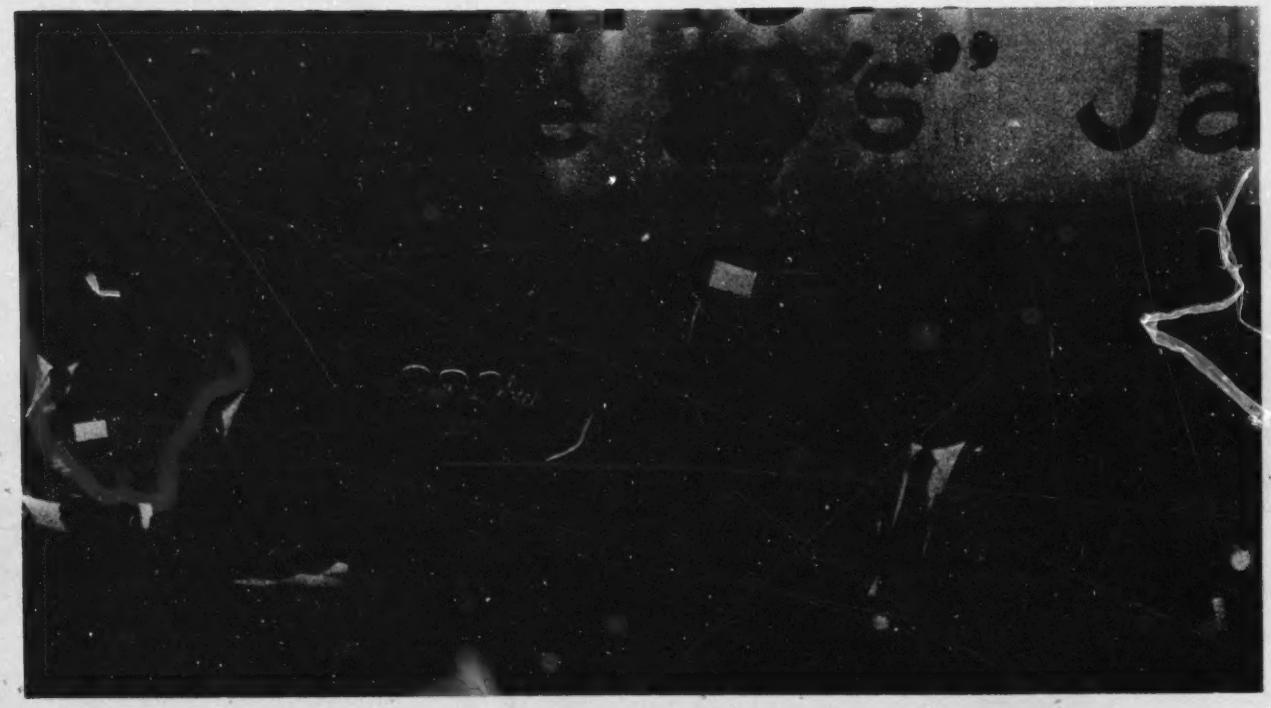
- Ninety percent of questionnaires will be mailed resulting in a high non-response rate.
- All questionnaires mailed will be in English. A small notice in Spanish on the form places the burden on the individual to request the Spanish version of the questionnaire.
- The questionnaire provides space to count only seven persons. Large families or multiple family homes are at a disadvantage.
- The INS (Immigration and Naturalization Service) threat of raids and prosecutions of undocumented workers has effected the U.S. Hispanic Citizen, and legal Hispanic resident.
- In 1979 the National Conference of Bishops decided not to encourage the counting of the undocumented worker.

- On December 5, 1979 the Federation for American Immigration filed suit against the Census Bureau alleging that counting undocumented individuals will dilute our political system and seriously affect the reapportionment that must follow the Census.

- The U.S. Bureau of the Census through its community service specialists manual promoted the stereotypical negative image of Hispanics--individualism, patience, submission, dependency, fatalism, non-sensitivity to time and its value, and conformity.

MALDEF's Community Census awareness program is attempting to rectify some problems but unfortunately April 1st is just around the corner. Many recommendations have gone by the wayside. Hispanics must accept their challenge and work towards an accurate count as well as their share of benefits and representation. They must penetrate and participate at every level of our federal, state, and local government. The 1980 Census can and will make the 1980 count much better and accurate as we establish the foundation to build our expertise on this issue to promote positive change during this decade.

RECOMMENDATIONS



Left to right, Mr. William McLaughlin, Mr. Allen Apodaca, Mr. Gilbert Chávez,
Dr. B. Roberto Cruz, & Dr. Caroline Gillin

POLITICS AND THE EDUCATION OF HISPANICS

Inasmuch that the Hispanic community realizes that this is a presidential year and all candidates and political parties are aware of the potential of the Hispanic vote, it has become historically apparent that the problems and concerns of the Hispanic community seem to surface only during the time that politicians need issues to enhance their own political image or public appeal.

Society and the various levels of governmental agencies, federal, state and local, must address and solve many of the problems that Hispanics now face and have faced in the past.

We are also aware that in many cases it becomes politically expedient for politicians to use the Hispanic community for their own political purposes and use highly visible members of the Hispanic community or so-called community leaders.

In the spirit of optimism, cooperation and for the general welfare of Hispanics and others, we are again offering an opportunity to act on the following recommendations. All of the recommendations that are presented are non-partisan and bi-partisan in nature and should be seriously considered by both major political parties.

AT THE FEDERAL LEVEL:

- The Department of Education should establish and fully fund an Office of Community Education for the purpose of mobilizing the full participation of all individuals in the social, economic and political processes of this nation.
- The Office of Hispanic Concerns staff's role and responsibilities should be expanded to adequately reflect the realities of demographic data and projections as they pertain to the Hispanic Community.
- The Department of Education should require State Departments to offer courses in civic responsibility to be taught at elementary and secondary levels tied closely to parent/community involvement and thus provide civic awareness.
- The Department of Education should develop a program to provide parental orientation to the value of schooling/education, and to provide parents with the tools needed to access the educational progress of their children.
- Funds should be made available at all levels to develop a directory of Hispanic community/professional organizations categorized by geographic and service areas.
- The Department of Education should provide funds to ensure leadership training to Hispanics so that more may have access to participation in policy making bodies.
- The number and percentage of Hispanics in major policy making bodies should be increased significantly.
- A national clearinghouse for Hispanics with a data base program should be established.

- An effective Hispanic network at local, state, and national levels should be established and further developed.
- A resolution or position paper should be submitted to the office of Education relative to Hispanic representation in the new Department and in programs which do affect the education of Hispanics.
- State and national meetings should be set with labor leaders to develop strategies for the eighties in order to provide support for bilingual employment areas.
- Voter registration drives should be intensified to increase voter turn-out.
- Hispanic representatives must be elected.
- A definition of appropriate education, including the right to appropriate linguistic instruction (bilingual education) and competent, professionally certified bilingual instructional staff must be developed.
- Current funding schemes must be examined and formulas to provide funding support for education for Hispanics must be developed.
- Political coalitions, temporary and permanent, with other ethnic groups are needed and must be established.
- The international role for the Hispanic community in the United States should be developed.
- Hispanic administrators and educators should establish coalitions with community groups to provide communication on issues of mutual concern.
- A Hispanic Handbook for the '80's should be developed. This handbook would delineate issues and strategies for carrying out constructive programs and would have application at all levels of government.
- Fund raising activities within Hispanic communities for political activities should be organized.
- All Hispanics must participate in the Census count in 1980.
- All members of this conference must make all recommendations and information relating to this conference immediately available to concerned individuals and organizations.
- All members of this conference must make all recommendations and information relating to this conference immediately available to all elected and appointed officials and must make themselves available as resource people.

RECOMMENDATIONS FOR HISPANIC ORGANIZATIONS:

- All Hispanic Education Organizations (NABE, CABE, NOCABE, WABE) must become a stronger political force in advocating the educational needs of the Hispanic Community.
- All Hispanic Educational Organizations (NABE, CABE, NOCABE, SABE, WOSABE, WABE, etc.) must coordinate and unite with other Hispanic organizations for the purpose of mobilizing the Hispanic communities for political action.

Left to right, Mr. Allen Apodaca, Mr. Gilbert Chavez, Dr. Caroline Gillin, & Mr. William McLaughlin

MEDIA AND THE EDUCATION OF HISPANICS

The Conference task force concerned with media considered two major issues:

- There is a general insensitivity to Hispanics and Hispanic culture in that the media ignores or degrades the attributes of Hispanics and does not seek actively to portray Hispanics as an energetic, creative, and pro-active modern society which contributes greatly to this country.

  Therefore, there is a need to work at a true image of Hispanics and to conduct an active campaign to overcome the prejudices currently being enhanced by media.

- There is an obvious lack of Hispanics in the media industry who, if they were present, could help the mass communications industry become more sensitive to Hispanics and their culture.

  Therefore, there is a need to mount education and training programs as well as other systems which recruit, support and place Hispanics in employment in the industry.

AT THE FEDERAL LEVEL:

- A presidential/task force should be formed which has as its objectives:
  - advocating political strategies of concern to Hispanics regarding media,
  - identifying resources needed by Hispanics seeking entry into media and issuing position papers for use in policy formulation.

- That this presidential/task force be formed by major Hispanic organizations and by various practicing professionals from mass media such as journalists, TV/radio broadcasters, and film workers.

- Funding to support the organization of such a task force should be requested from the Ford Foundation who have evidenced an interest in both Hispanics and media.

- This media task force should sponsor activities that seek an improvement of the image of Hispanics in the media which increase the employment opportunities for Hispanics in the industry.

- A Directory of Hispanics in Media should be compiled.

- Available national and local TV air time should be identified.

- A curriculum package for teacher trainers to use regarding Hispanic culture should be developed and transmitted through such organizations as the American Association of Colleges of Teacher Education.

- Spanish language publishing houses should be identified.

- A review of textbooks should be undertaken by organizations and educational groups. Members of these groups should be encouraged to participate actively on textbook review committees.

- Education leaders should advocate state department reviews of texts in social studies and in texts using the Spanish language to ensure the adequate representation of hispanics.

- Federal activities should advocate funding specifically for use by Hispanics interested in media.

- Existing media training programs should be identified.

- Specific slots for Hispanics should be set aside in media training programs.

- Equal Opportunity programs should be encouraged to structure their various activities recruitment, counseling, tutorial, etc. toward Hispanics in media.

- Orientation and counseling packages to be used to recruit Hispanics into media should be developed and funded by the Department of Labor.

AT THE STATE LEVEL:

- Training packages should be developed for use in institutions of higher learning administration of internships in media.

- LULAC National Education Service Centers and other such systems should be used in promoting media labor market information to Hispanic youth and in assisting those youth in securing support systems for entering into training programs.

AT THE LOCAL LEVEL:

- Market information surveys relative to the buying power and habits of Hispanics should be conducted.

FINANCING THE EDUCATION OF HISPANICS PRE–SCHOOL/SECONDARY LEVEL

ISSUES:

The issues addressed by this task force centered around fiscal accountability among programs, equitable funding formulas and the re-directing of existing resources. There was a consensus among the participants that the multiplicity of federal programs caused the various federal programs at the school level to be inadequately coordinated.

The measures of economic variability that are used to appropriate funds - specifically the AFDC criteria in the funding mechanisms seem to exclude Hispanics so that an increase in funding does not apparently benefit Hispanic populations. Furthermore, the concept of funding Hispanic education upon a deficit model focused on the students' failures rather than upon their successes.

In summary, finance issues in Hispanic education are not issues of money but problems in:

- The measures of economic variability that are used in appropriation formulas, especially the AFDC criteria.
- The concept of a deficit model of the Hispanic child that stresses his/her weaknesses rather than his/her assets.
- National policy that does not recognize that languages are a national resource just as much as oil, land, or gold and finally,
- A variety of federal programs that do not recognize the need of the total child and that are not integrated into one unit which impacts positive education offerings.

AT THE FEDERAL LEVEL:

- Congress and the Secretary of Education should re-authorize Title I and other formula grant programs to be examined for the formula's impact. More appropriate factors must be substituted to ensure that they receive their full share.
- Congress and the Secretary of Education should authorize that ESEA requires the comparability of project schools to non-project schools in their evaluation.
- Secretary Hufstedler should send a memorandum to chief State School Officers requiring that needs assessment for ESEA Title I, Migrant Education, Title IV, etc., include the identification of the language needs of LES/NES children.
- Supplemental appropriation to fund Section 125 (e), Title I ESEA for the purpose of training parents for their effective involvement in parent advisory councils and insuring that such training programs must be designed for Hispanic parents.

- A mechanism for fiscal accountability and program monitoring of recipients of federal programs must be established.

- An agency and mechanism for the enforcement of fiscal accountability and program monitoring of recipients of federal programs must be established.

- A task force must be established to study all the 132 Federal programs available that could potentially serve Hispanic students and to match those programs with the needs of Hispanic students.

- The equity of the funding formula for each Federal program for Hispanics must be assessed.

- The New Department of Education must implement a unit to provide technical assistance to local districts upon request.

- A White House Conference or a National Conference on the Education of Hispanics should be held by October 1980.

- A Chicano leadership conference on a state or regional basis should be promoted.

- The Secretary of Education should respond to these recommendations with a timeline and a plan for their implementation; this plan should be reported to the conference participants.

- The transition team should study existing programs for the purpose of decentralizing the funding authority to the regional level.

- Legislation that identifies and ties the dollars to the number of Hispanics in need should be written.

- Legislation that integrates the variety of federal programs into one program for limited Englihs-speaking students must be written and enacted.

- The "Orsinsky" criteria should be incorporated into present appropriation formulas. The Orsinsky model is a regression analysis that predicts need based on mathematical analysis of data and is not dependent upon the ten or five year census.

- Federal standards of comparability should apply to the allocation of local and state funds.

- Alternatives to or in addition to AFDC, such as free lunch, transitory rate and other factor in the census data, and immigration should be considered.

- The funding levels of Title I should be increased to permit the implementation of a new formula so that large urban districts will not lose existing monies, but instead join a coalition for more equitable funding.

- Funding sources at Federal level that are currently impacting Hispanics should be identified.

- Variables in funding formulas for each federal program must be determined and defined.
- Migrant education regulations should be changed to allow migrant monies to be used to educate migrant parents.
- The definition of migrant at the national level must be coordinated to insure they receive their fair share of federal program services.
- Criterion to prioritize Federal programs must be developed.
- The Federal program should provide workshops on a regional level that would explain how the system in D.C. works, how funding formulas are designed and implemented and how the new Department of Education is organized.

AT THE STATE LEVEL:

- Federal standards of comparability must be applied to the allocation of local and state funds.
- State categorical funds that are currently impacting Hispanics must be identified.
- The equity of the state categorical funding formula for Hispanics must be assessed.
- More equitable variables or criteria (or drivers) to be used in the state categorical funding programs must be developed.
- A study which assesses the spending of existing money on identified needs must be completed.
- School site budgeting must be reviewed.
- State workshops for parents on budget and school finances must be held.

AT THE LOCAL LEVEL:

- The existing revenue generating (tax) mechanism at the local level must be identified.
- A viable Hispanic political structure both at the formal and informal level must be developed.
- School-community coalitions must be established for change to be affected.
- Workshops on questioning authority should be held for all.
- Information on how to "work the systems," take tests, question authority, determine what constitutes "good education" must be shared with parents.
- Bulletins (re: SAT, test scores, and others test issues) should be sent to parents.

- Local school district personnel must be made accountable for providing an appropriate program of instruction for all students.

- It must be determined if the existing tax revenue system is regressive for Hispanics. If so, to what extent?

- A separate independent unit to monitor State and Federal programs within existing SEAs should be established.

- Communities should learn how to demand quarterly reports on how their monies are being spent, such as stockholders reports.

- A communication network between those Conference Participants present must be formed. This network would exchange information, exchange conference results, coordinate federal efforts, promote recommendations of this conference at the state and local level and insure that the results of each of the five regional conference recommendations are distributed back to San Francisco conference participants.

- All results of this conference must be shared with all future regional conferences, and otherwise appropriately be disseminated.

- A Hispanic education finance task force should be established that is made up of Hispanic finance experts as well as representatives of Hispanic organizations that have political clout to develop specific legislation and federal fiscal policy for Hispanic students.

FINANCING THE EDUCATION OF HISPANICS
HIGHER EDUCATION, ADULT EDUCATION, CAREER/VOCATIONAL EDUCATION

ISSUES:

It seems as if the variables that drive the distribution of federal/state funds negatively impact on the Hispanic community; that is, one of the factors in the formulas used to distribute federal/state funds seem to exclude communities/institutions with large concentrations of Hispanics, thus causing major inequities in the distribution of federal/state funds. There has been no systematic analysis of the impact of these formulas on Hispanics. Significant questions regarding the distribution of funds under the Vocational Education Act of 1963 as amended by PL 94-112 have been raised and should be renewed.

Hispanic students are not receiving adequate financial aid to cover the cost of Postsecondary Education. Hispanics lack the counseling services that provide necessary information about financial aid resources. Financial aid offices are not receptive to Hispanic students.

Over 50% of all Hispanics who enter college drop out due to the lack of financial aid support. The financial aid packages that are awarded are not meeting the actual cost of education. The budgets are too often filled with the use of loans and work-study and not enough grants. Financial aid office employees and administrators are not representative of the recipients of the financial aid programs.

At the federal level, the Middle Income Students Assistance Act has made 1.5 million middle income students eligible for the same amount of funds that were previously availableonly to lower income students, resulting in each financial aid package receiving less money on an average basis. Financial aid forms are too lengthy and much too complicated for most applicants.

Hispanics are also underrepresented in community colleges, four year colleges and universities. A 100% increase of Hispanic students is needed so that Hispanics will have ethnic parity. Hispanics are underrepresented in a number of areas, including the sciences, engineering and business. Furthermore, Hispanics are severely underrepresented among the faculty in community colleges and universities, more particularly among senior faculty.

The situation for the 80's looks very bleak for Hispanics seeking faculty positions on a tenured track in the 1980's. Decreasing enrollments, spiralling costs of education, the general antipathy towards education that is related to tax reform movements that reduce fiscal support for education, and an increase in the retirement age from 65 to 70, are four significant factors that make the 1980's impossible for Hispanics.

Differential practices in the application criteria to tenured positions and differences in the assessment of duties and responsibilities to young Hispanic faculty discriminate against their advancement (e.g. junior Hispanic faculty members are expected to devote more time to teaching and have no support to do research). Beyond that they are called upon to provide significant amounts of community service.

Other issues identified refered to the area of research. It has been 14 years since Coleman, et al (1966) published their work on equality of educational opportunity and 11 years since the U.S. Commission on Civil Rights conducted its study on the educational experience of Mexican-Americans.

Although several "affirmative" programs resulted as a consequence of these studies, current data seems to indicate that the educational status of Hispanics remains low and their needs high.

Furthermore, the number of Hispanics who have the training and expertise to do the specific type of research and fiscal analysis called for in the review of school funding policies is very small--the current estimate is five. Many more Hispanics who not only know how to do this work but who are advocates of Hispanic concerns are needed because corporations and organizations which have done research related to school financing such as the Rand Corporation, the Brookings Institute, SRI and others, have not dealt with the issues in relation to educational equality for Hispanics.

AT THE FEDERAL LEVEL:

- Three major studies that focus on the status of federal funds and Hispanics in the United States, that analyze the present variables driving federal funds and who they serve, and that simulate alternative methods and variables for allocation of funds that would be more beneficial to Hispanics must be completed.

- Members of the appropriate committees both in the House and Senate of U.S. Congress, bureaucrats in the Department of Education who administer federal programs and advocates of Hispanic concerns must be immediately advised of the financing inequities that currently exist.

- Dr. Rubén W. Espinosa should submit his paper to the representatives of the Hispanic Higher Education Coalition and should confer with them to explain the importance of his paper.

- The U.S. Congress should increase the total funding of all financial aid programs, especially in light of the fact that 1.5 million more students are now eligible and competing for the already underfunded financial aid programs.

- The Bureau of Student Financial Assistance should be held accountable to ensure Hispanic representation in the policy formulation of student financial assistance programs, and should ensure that the actual cost of funding postsecondary education is actually and realistically being met.

- A comprehensive and major study or a series of studies, that assess current policies and practices in the educational system impacting on Hispanics must be undertaken. This study must look closely at both input (e.g. finance, out-of-school variables, SES, etc.), and outcome variables (e.g. achievement, dropout rates, graduation from high school, college and universities, etc.)

- The Department of Education or whatever organization conducting the study described above should ensure that Hispanics are involved at every level– from professional researchers to field workers.

- Equal Employment Opportunity enforcement efforts should be directed toward discrimination practices that impact opportunities for Hispanics to advance within the ranks of college and university faculties.

- A major federal program to assist research efforts of Hispanic faculties in community colleges, four year colleges and universities should be developed.

- Support should be made available for studies which develop data and information that illuminate further the scope and the dynamics of severe underrepresentation of Hispanics among faculty in community colleges, four year colleges and universities.

- As many approaches as possible must be used to prepare Hispanics to do fiscal research. The Office of Bilingual Education through Dr. Josüe González should be asked to orient doctoral fellowship programs to prepare Hispanics needed for fiscal analysis.

- The program to prepare minorities and women to do research currently funded by the National Institute of Education should be oriented to train Hispanics in fiscal analysis and research.

- A contact must be established immediately with the NIE funded school Financial Research Center at Stanford that would encourage them to train Hispanics in fiscal analysis and research.

AT THE INSTITUTIONAL LEVEL-STATE AND LOCAL:

- Financial aid administrators should be viewed with a healthy skepticism to insure that the allocation and formulation of financial aid packages are distributed equitably and efficiently.

- Financial aid offices should be required to have periodic program reviews with results that are made available to the public.

- Financial aid offices should be required to have review boards and grievance procedures for student recipients.

EMPLOYMENT AND THE EDUCATION OF HISPANICS

ISSUES:

Hispanics have come to the United States for economic and employment opportunities. In fact, our ancestors sought such advancement in many areas of our country several centuries before their acquisition by the United States. The contribution of our forebears in the areas of ranching, mining, and agriculture were important to the economic development of this country. The labor of Mexican-Americans has helped build the railroads, grow and harvest the crops, and erect the public roads of this nation.

Today Hispanics have one of the highest labor force participation rates in the United States. Over ten percent of the American workforce is Hispanic. Due to the falling birthrate in our total American population, the Hispanic labor force will continue to grow in importance to the American labor force. The Hispanic birthrate is the highest among American minorities. In states like California, Mexican-Americans are over 14 percent of the current labor force.

Hispanics are one of the major underdeveloped employment sources in the United States. For example, Chicanas have one of the fastest growing rates of labor participation but have an overall lower participation rate than other groups of females.

The primary issue posed by the increasing role of Hispanics in the workforce is whether the Hispanic workers will be educated and trained to supply the employment needs of our country. Hispanics have important lingustic skills, proven reliability, and high productivity rates as part of our demonstrated employment record. We can supply the technical, managerial, and professional needs of this country as well.

All Americans must be concerned with the preparation of the next generation of American workers. As our population ages, those future workers will pay for the social security benefits of present workers. The next generation will supply the military defense requirements to defend this nation. The industrial and service sectors of American business will be looking for millions of workers in the 1980's.

If Hispanics are to meet America's needs for an educated and skilled labor force in the very near future, we must have immediate steps taken to educate and train our people to use their talents and skills along with other American workers. We do not shrink from our responsibilities. We accept the challenges of the future.

When the recommendations stated below are implemented the overwhelming concentration of the Hispanic community in low-paying jobs will be alleviated.

AT THE FEDERAL LEVEL:

- The President of the United States should direct the preparation of a report on the affirmative action hiring, including hiring data, through December 31, 1979 from the Bureau of the Census, U.S. Department of Commerce.

- The White House Administration should request $90,000,000 for implementing effective retention of Hispanic students in the public schools to assist in the reduction of Hispanic high school drop-outs.

- A minimum, 10%, of the President's Youth Employment Initiative should be designated for Hispanic students as an incentive to stay in school.

- The President should initiate Congressional action to increase the funding for the Office of Bilingual Education.

- The President should direct the appropriate enforcement agencies to develop timetables during the calendar year 1980 so that sufficient resources would be provided to these agencies to carry out anti-discrimination laws, and to provide full entry of Hispanics into the work force in proportion to their population.

- Anti-discrimination laws must be enforced to eliminate patterns and practices that prevent Hispanics from entering into higher skill/higher paying jobs.

- Federal programs impacting the Hispanic community must designate employment of Hispanics in the same proportion to the Hispanic population of the area served.

- The President must issue an executive order within 30 days upon the receipt of this recommendation reaffirming this commitment to Affirmative Action, employment of Hispanics and stringent enforcement of current laws prohibiting discrimination.

- Department of Labor (DOL) should set aside $200 million for Hispanic students to develop job preparation skills at the high school and adult education levels. This is to supplement Vocational Rehabilitation Programs.

- Increases in CETA funding should be directed to assist Hispanics in developing marketable job skills; DOL should monitor the use of CETA funds to insure that the objective is met.

- Screening procedures for employment by all sectors must be reviewed to insure that the processes do not discriminate against Hispanics because of culture, language, and/or non-job related criteria.

- The administration must mandate every federal agency to recruit, employ, retain and promote Hispanic personnel to represent the needs of the Hispanic community and to insure increased employment of Hispanic people within each federal agency.

- Federal efforts must be continued in order to enforce non-discriminatory practices by skilled craft unions and to insure entry of Hispanics into apprentice programs, membership, and union leadership positions.

- HEW should formulate a program to provide support and resources for an accurate census count in 1980.

- The Equal Employment Opportunity Commission (EEOC) should utilize its coordinating role for federal affirmative action programs to monitor the current affirmative action hiring of the Census bureau through the entire census hiring period.

- A monitoring system for employment must be established to retain current employment statistics.

- Specific community recruitment efforts should be formulated for hiring Hispanic employees in the census enumeration.

- Bilingual/bicultural programs for Hispanic students must be of the maintenance model with the same academic expectations as the regular instructional programs.

- Anti-discrimination laws must be enforced to eliminate patterns and practices that prevent Hispanics from entering into higher skill/higher paying jobs.

- Federal programs impacting the Hispanic community must designate employment of Hispanics in the same proportion to the Hispanic population of the area served.

- Upward mobility by Hispanics must be non-discriminatory and enforcement agencies must be required to monitor the policies and processes of each agency and employer.

AT THE LOCAL LEVEL:

- All school districts receiving federal funds must be required to insure that all Hispanic students meet minimum English language proficiency requirements set by the district.

CONFERENCE EVALUATION SUMMARY

In order to more effectively plan for future activities, a sampling of conference participants was asked to complete a conference evaluation form. The respondents represented local or state education agencies, institutions of higher learning, community service agencies, private industry and profit and non-profit education agencies.

The following is a summary of their responses:

		EXCELLENT	GOOD	FAIR	POOR
1.	Were conference objectives accomplished?	53%	44%	3%	0%
2.	Were the contents presented relevant to developing a plan?	53%	41%	6%	0%
3.	Were the issues identified pertinent to developing a plan for the education of Hispanics?	59%	34%	6%	0%
4.	Was there adequate opportunity to participate?	69%	20%	11%	0%
5.	Rate conference effectiveness (.5% responded that effectiveness rating depends on follow-up	44%	45%	6%	0%
6.	Rate the conference facilities.	19%	39%	34%	8%
7.	Would you like to see future conferences of this nature?	100% Yes		No	

8. What other activities would you suggest?

The majority of respondents stated that a high priority activity would be the establishment of a national conference on Hispanic education.

The major resolutions coming from the regional conferences should be compiled and distributed nationally.

Participants of the Regions IX and X conference should form a regional network that would continue to hold task force meetings on the educational issues confronting Hispanics.

9. What other issues should be addressed?

The respondents identified the need for developing specific follow up strategies to implement the recommendations raised at the conference. Other issues include:

- The testing of minority students,
- Accountability of programs designed for Hispanics,

- Enforcement of federal laws regarding Hispanic education and
- The role of special interest groups on educational policy.

10. What steps would you take to improve this Conference?

Most respondents to the Conference Evaluation felt that the Region IX-X conference would have been more effective:

- If the position papers would have been disseminated before the conference,
- If conference recommendations would indeed be disseminated and follow up activities enacted,
- If participants would be recruited to complete post-conference tasks,
- If the conference had received more media coverage and if the conference had been held at a different location.

ADDITIONAL COMMENTS

The additional comments received communicated the participants' overall satisfaction in conference planning, organization and participation. The urgent need for immediate follow up activities was expressed by all respondents. The follow up activities suggested included the:

- dissemination of conference recommendations
- dissemination of a conference participant list
- establishment of a regional Hispanic Education task force
- the development of a plan of action for improving the Education of Hispanics

CONFERENCE PLANNING COMMITTEE

Mr. Allen Apodaca, Regional Commissioner for Educational Programs, U.S.O.E., Region X

Dr. Duan Bjerke, Director, Educational Services, U.S.O.E., Region IX

Dr. B. Roberto Cruz, Executive Director, Bay Area Bilingual Education League, (BABEL, Inc.)

Dr. Yvette del Prado, Associate Superintendent, San Francisco Unified School District

Dr. Celestino Fernández, Professor of Sociology, University of Arizona

Dr. Caroline Gillin, Regional Commissioner for Educational Programs, U.S.O.E., Region IX

Ms. Alicia Saucedo Márquez, Educational Program Specialist, U.S.O.E., Region IX

Dr. Eduardo Marenco, Jr., Director, Education and Research, Mexican American Legal Defense and Educational Fund (MALDEF)

Don Jesus "Metro" Martínez, Manager, PADRES Training Program, Bay Area Bilingual Education League, (BABEL, Inc.)

Ms. Olivia Martínez, Director, San Jose Area Bilingual Consortium

Dr. Rose M. Payán, Professional Associate, Educational Testing Service, Berkeley

Mr. Ernest Robles, Assistant Administrator, Bureau of Student Financial Assistance, U.S.O.E., Region IX

Special thanks to Senator Joseph Montoya for his on-going efforts to promote and defend bilingual education and equal educational opportunity.

EDITORS:

Jesús "Metro" Martínez
Manager "PADRES" Project, BABEL, Inc.

Rose Marie Payán , Ph.D.
Educational Testing Service

TYPESETTING

Amparo Ortiz
BABEL LAU Center

ART-WORK

Carlos Falcón
BABEL, Inc.

Technical assistance in the development of this brochure was provided by :

Dr. Duan Bjerke, Director, Educational Services, U.S.O.E., Region IX

Dr. B. Roberto Cruz, Executive Director, Bay Area Bilingual Education League, (BABEL, Inc.)

Dr. Yvette del Prado, Associate Superintendent of Schools, San Francisco Unified School District

Dr. Caroline Gillin, Regional Commissioner for Educational Programs, U.S.O.E., Region IX

Ms. Alicia Saucedo Márquez, Educational Program Specialist, U.S.O.E., Region IX